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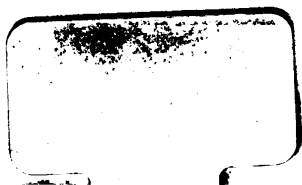
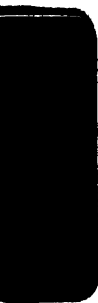
FIRST PRIMARY LANGUAGE BOOK

REIMOLD



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N. Cameron Forbes

PHILIPPINE EDUCATION SERIES

FIRST PRIMARY LANGUAGE BOOK

BY

O. S. REIMOLD, A.B.

(UNIVERSITY OF MICHIGAN)

FORMERLY DIVISION SUPERINTENDENT OF SCHOOLS
TARLAC PROVINCE, PHILIPPINE ISLANDS

*REVISED EDITION
ILLUSTRATED*



577.1



NEW YORK AND MANILA
WORLD BOOK COMPANY

1908

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PREFACE

THIS book is designed to meet the requirements for language work in the second grade of Philippine primary schools.

The hope of making easier the problem of teaching the Filipino child to talk English has prompted these lessons. The facts, circumstances, and activities which interest him in his everyday life are presented in connected and progressive exercises that lead him to observe, to talk, to write. These familiar incidents about which he has ideas and wishes to speak, have been selected purposely to give him drill in correct expression of his own thoughts.

The pictures, simple in outline, full of action, occasionally enlivened by a touch of humor, and supplemented by short reading lessons, may serve to quicken interest and imagination, as well as afford opportunity for class conversation.

Instruction in grammar is limited to that which will enable the pupil to do the exercises intelligently.

Suggestions to the teachers, in the footnotes and in the back of the book, are made full, simple, and explicit, with the idea of putting each earnest teacher in a position to secure results.

The author gratefully acknowledges the help given by Dr. Frank M. McMurry, Teachers College, Columbia University; Dr. R. G. Boone, editor of *Education*, Boston; Superintendent Phil Huber, Saginaw, Mich.; Miss Margaret A. Purcell, Philippine Normal School, Manila; J. M. Kniseley, formerly Division Superintendent, Province of Ilocos Norte; and Miss Mary F. Hyde, author of "Two Book Course in English."

Thanks are extended to Charles Scribner's Sons for permission to use poems by Robert Louis Stevenson, and to Charles Keeler for permission to use some of his own poems. The author wishes also to express his obligations to D. C. Heath & Co. for permission to use the script of their "Philippine Writing Books."

The Revised Edition incorporates the latest recommendations of the committees on Text-Books and on Primary Course of Study.

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PART I

LESSON I

This is Luis.

Luis is a —.



This is Felisa.

Felisa is a —.

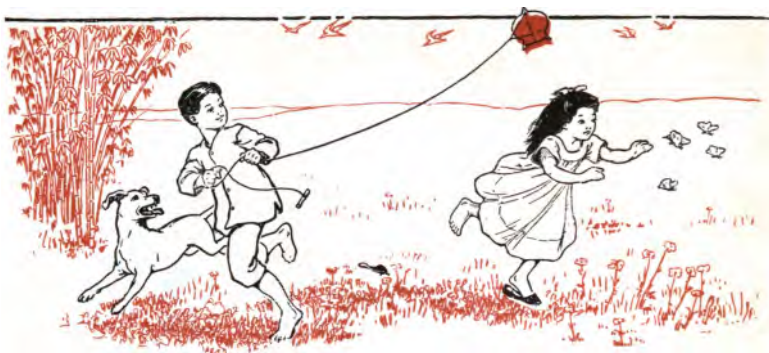


I see Nero.

Nero is a —.



Let the children first read this lesson, filling each blank with the proper word. After the oral work let the children copy all the sentences, filling each blank with the right word.



LESSON 2

Luis is running. He is flying his kite. Nero is running beside Luis. See how high the birds fly. They are afraid of the kite. Can Felisa catch the pretty butterfly?

What do you see?

I see a —.

I see two —.

I see a — and a —.

Ask questions about the picture. Read Suggestions to Teachers, 1, 2, 8.

After the conversation exercise, let each pupil read the question, "What do you see?" Then let him read the answer by filling the blank with a word suggested by the picture. The pupils should learn the question form as well as the answer forms. After the oral drill on this exercise, let the pupils copy the questions and the four answer forms, filling each blank with a word as they did in the oral exercise.



LESSON 3

We are going to play. I am carrying my little jar. I have rice in my jar. Luis is carrying the stove. Will you carry the wood, Nero?

What has Luis?

Luis has a —.

What has the dog?

The dog has the —.

What has Felisa?

Felisa has a — and some —.

What do you see?

Read the note under Lesson 2 and Suggestions to Teachers, 1, 2, 8. The pupils should supply an answer for the last question. Give oral drill on the question form, "Who has a —?" Also drill on, "What have you?"

**LESSON 4**

Luis is going to market. He will buy some bananas. Felisa is cooking the rice. Felisa and Luis are hungry. Will they give Nero some rice?

What can Luis do?

Luis can —.

What can Felisa do?

Felisa can —.

What can Nero do?

What has Luis?

What has Felisa?

^aRead the note under Lesson 2 and Suggestions to Teachers, 1, 2, 8.



LESSON 5

Luis made this table. Felisa put the bananas and rice on the table. Do you think they like their dinner?

Where are the bananas?

The bananas are — the basket.

Where is the basket?

The basket is — the —.

Where is the jar?

What do you see on the table?

What do you see under the table?

What can Luis make?

Place familiar objects *on* the table, desk, floor, etc.; *under* the table, chair, bench, etc.; *in* a hat, box, etc. Let the pupils tell where the things are. Direct them to put familiar objects *in*, *on*, or *under* something.



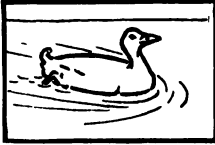
LESSON 6

“Study and play from morn till night,
Sleep when the night has come ;
Ready again, at morning light,
For pictures, books, and fun.”

Where is Luis?
What has he?
What can he do?
What has Felisa?
Where is her book?
What can she do?
What can you do?

Ask questions about the picture and the verse. Let the pupils copy the verse. When they understand it, let them memorize it. After the oral drill, let them copy the questions and write answers to them. Read Suggestions to Teachers, 1, 5, 6, 8.

LESSON 7



What is the duck doing?
The duck is —.

What is the cat doing?
The cat is —.



What are the birds doing?
The birds are —.

What is the dog doing?
What can the dog do?

What can you do?
What are you doing?



Where is the duck?
Where are the birds?
Where are you?

Give much oral drill on the question forms, "What is — doing?" and "What are — doing?" and their corresponding answer forms. After the oral drill, let the pupils copy the questions and their respective answers.



LESSON 8

Luis has a ruler. He is measuring his desk. Take your ruler. Measure your desk. How long is your desk? How wide is it? How high is it?

I have a ruler.

I can — my desk.

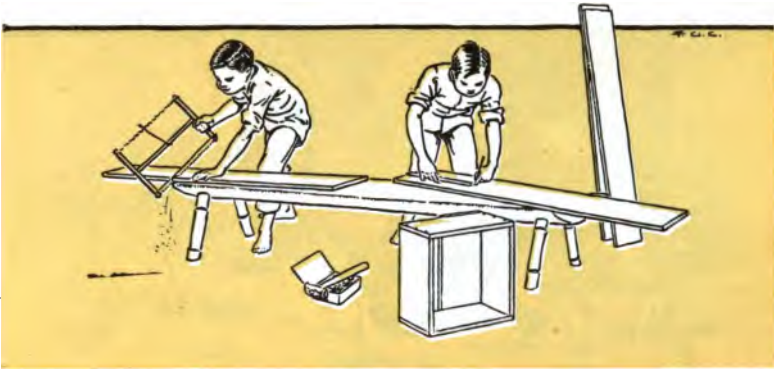
I measure my desk with my —.

My desk is — centimeters long.

It is — centimeters wide.

It is — centimeters high.

The pupils should understand that the directions and questions in the first part of the lesson are meant for them. Let them measure their desks and answer the questions. When they read the sentences in the second part, let them supply orally the correct words. After the oral drill, let them copy these sentences, filling the blanks with the right words. Read Suggestions to Teachers, 7.



LESSON 9

Here are two little carpenters. Luis is measuring a board. How long is the board? Antonio is sawing a board. What will he do with the board? What do you think the boys are making?

Who are these boys?
What is Luis doing?
How does he measure the board?
Who is sawing a board?
How does he saw it?
Can you saw a board?

Read Suggestions to Teachers, 1, 2, 8. After the conversation exercise, let the pupils write an answer to each question.



LESSON 10

Here is Felisa with her pets. She likes her pets and is kind to them. Every morning she calls the chicks and gives them rice. The chicks like to eat from her hand. They are not afraid of Felisa.

What pets has Felisa?

How many chicks has she?

How many chicks are black?

How many white chicks do you see?

What does Felisa give the chicks?

Why do the chicks like Felisa?

Read Suggestions to Teachers, 1, 2, 8. After the oral drill, let the pupils write an answer to each question.



LESSON 11

Where do the chickens go at night?
Heigh, ho! Where do they go?
Under the breast of their mother they
rest,
Finding her feathers a soft, fluffy nest;
And there's where the chicks go at night.
Heigh, ho!
Yes, there's where the chicks go at night.

— FRANK BAUM.


Where do the chicks go at night?
What makes their nest soft?
What are the chicks doing?


Ask questions about the poem and the picture. Let the children copy the poem. When they understand it, let them memorize it. Review the poem about the school. The questions are to be answered orally only. *Heigh* is pronounced like *high*.
Read Suggestions to Teachers, 5, 6.

LESSON 12


Put your slate on your desk.


Take your pencil.

Draw six straight lines. 

Draw this table. 

Draw three curved lines. 


Draw this jar. 

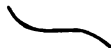
Put the jar on the table. 

I drew with my —.

I drew a — and a —.

The — was on the table.

This is a — line. 

This is a — line. 

Drill the pupils on reading and following printed directions. After the pupils have read the first part of the lesson, have them close their books. Then give them orally the directions as above. See that every pupil follows the directions. Let some of the pupils work at the board. Read Suggestions to Teachers, 7. Let the pupils copy the last five sentences and fill the blanks with words.



LESSON 13

Felisa and Luis are looking at their new book. They like to see the pretty pictures. Luis is showing Felisa a yellow flower. What can you find in your book?

Find a brown book.

Find a green tree.

Find a boy with a blue coat.

Find a black dog.

Find Felisa with a red dress.

Find a white hat.

Find a red kite.

Let the children bring to school bamboo sticks, leaves, or other small objects of different colors. Ask the pupils to close their eyes while two of them hide these objects. Then call each pupil by name, asking him to find an object of some particular color. He must look until he finds the object you ask for.



LESSON 14

What is the color of grass?

What color is the mango tree?

What color is the ripe mango?

What flower is red?

What color is the sky?

What color are the clouds?

What is the color of the moon?

Write the names of two red things.

Write the names of two green things.

Write the names of two yellow things.

Write the names of two blue things.

Write the names of two white things.

After the oral drill on the first exercise, let the pupils write an answer to each question in the form of a complete statement. Pay particular attention to the spelling. Read Suggestions to Teachers, 3.



LESSON 15

The rain is raining all around,
It falls on field and tree.
It falls on the umbrellas here,
And on the ships at sea.

— ROBERT LOUIS STEVENSON.

Who are these children?
Where are they going?
Why have they an umbrella?
What color is the umbrella?
What color is Felisa's dress?
Where are the ships?

This verse suggests material for a conversation exercise on the rain and the umbrella. Read Suggestions to Teachers, 5, 6.

The verse is to be copied and memorized. Review the verses that have been memorized.

LESSON, 16

I have two eyes.
I can — with my eyes.
I have — ears.
I can — with my ears.
I have one nose.
I can — with my nose.
I have — mouth.
I can — with my mouth.
I can — with my hands.



What can you see in the schoolroom?
What do you hear early in the morning?
What do you eat for dinner?
What flower do you like to smell?
What can you make with your hands?
How do you walk?

Be sure that every pupil becomes familiar with the printed forms of new words.
Read Suggestions to Teachers, 3. After the oral drill, let the pupils write these exercises.

LESSON 17

You have two hands.
One is the right hand.
One is the left hand.

Raise your right
hand. Raise your left
hand. Put your hands
down.

You have two feet.
Stand on your feet.
Put your left foot for-
ward. Put your right
foot forward. Left
foot, right foot.

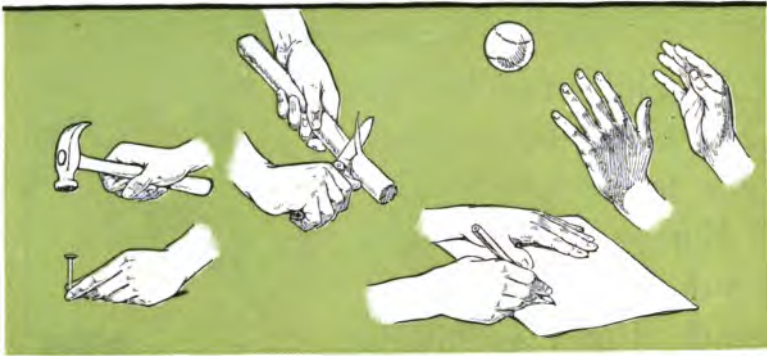
Forward, march!

take	run
hold	jump
lift	hop
carry	dance



Direct the pupils to do things with their left or right hands, or with both hands. Let them form in line and march around the room. Teach them to keep step.

Let the pupils use the above words in sentences, oral and written; as, "I take a pencil with my left hand. I hold the pen in my right hand. I kick with my right foot." Let such sentences be acted out.



LESSON 18

How many hands do you see in the picture?

How many fingers have you on one hand?

How many fingers have you on two hands?

What can you do with your fingers?

What can you do with your hands?

With which hand do you write?

What can you do with your left hand?

What can you do with your feet?

How many toes have you on your feet?

What do you wear on your feet?

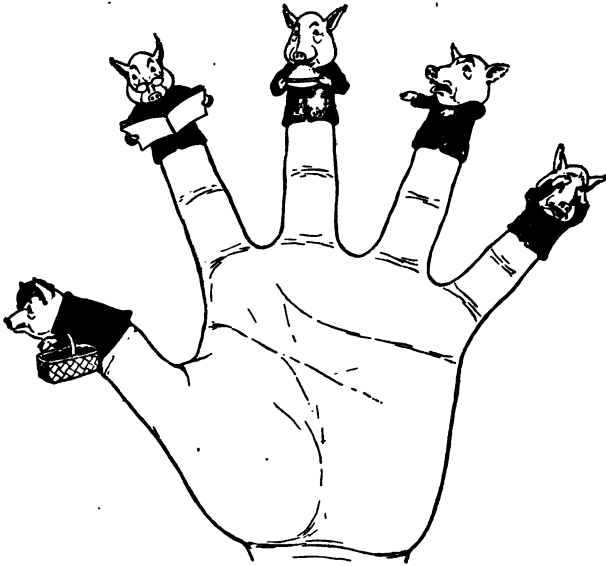
hand
hands

finger
fingers

foot
feet

right
write

After the oral drill, let the pupils write answers to the questions. Call their attention to the difference in form and meaning of the words *right* and *write*. The pronunciation of both words is the same. Let the pupils use in sentences the words at the bottom of the page. Read Suggestions to Teachers, 3.



LESSON 19

This little pig went to market.
This little pig stayed at home.
This little pig had rice and fish.
This little pig had none.
This little pig said, "Wee, wee!"
All the way home.

Show the children that the *little pigs* are the fingers or the toes. When they have learned this jingle, let them point to each finger as they say, "This little pig." Ask them whether they know similar jingles in their own language.

LESSON 20



Can you make a wind-wheel?

Take a square piece of paper.

Cut it with the scissors.

Fold the corners.

Put a pin in the center.

Now put the wheel on a bamboo stick.

Hold the stick in your hand and run across the room. See the wheel spin!

I made a — —.

I took a square piece of —.

I cut the paper with the —.

I folded the —.

I put the wind-wheel on a —.

The — made the wheel go round.

The pictures show the pupils how the wind-wheel is made. Let them make a wind-wheel in class, and tell what they are doing. After the oral drill, let the pupils copy the sentences and fill the blanks. Read the note under Lesson 12.

LESSON 21

A hungry — found a bone. He carried the — in his mouth. He was crossing a — and stood on the —. He thought he saw another — in the water.



That dog had a —, too. He wanted to get the —. He tried to — it with his mouth. His bone fell into the —, and he had no —.

Who found a bone?

What did he do with it?

Where did he go?

Did he see another dog?

What did he see?

Why did he want the other bone?

What kind of dog was he?

Let the pupils read the story in class and supply orally the words in place of the blanks. After having read the story, let them copy it, filling the blanks with the right words. The questions are to be answered orally.



LESSON 22

One day Luis said to Felisa, "We will give your doll a ride. Nero will be our horse." Nero liked to play horse. But he saw Pussy and then he ran. Pussy ran up a tree. Did Nero catch Pussy? Could he climb the tree?

Have you a dog?

What is his name?

What color is your dog?

Is his hair rough or smooth?

Is his tail long or short?

What can your dog do?

What does he like to eat?

Read Suggestions to Teachers, 8. Let the pupils write an answer to each question.



LESSON 23

“I like little Pussy,
Her coat is so warm,
And if I don't hurt her,
She will do me no harm.
So I'll not pull her tail,
Nor drive her away,
But Pussy and I
Very gently will play.”

Where is little Pussy?
What are Felisa and Pussy doing?
Does Felisa hurt Pussy?
Why does Pussy like to play with Felisa?

Read Suggestions to Teachers, 5, 6. Let the pupils answer the questions orally.
Review the verses already memorized.



LESSON 24

I have two brothers. My brothers are Luis and Antonio. Pilar and Gracia are my sisters. Gracia is a baby. Pilar takes care of her little sister.

I like to play with Pussy, and my brothers like to play with Nero.

My name is —.

I am — years old.

I live in —.

I have — brothers and — sisters.

The name of my big brother is —.

— is my little sister.



LESSON 25

What can a little baby do?
Clap his hands and coo and coo,
Kick and roll and smile and grow;
That is why we love him so.

—CHARLES KEELER.

What can a baby do?
Can a baby run?
What can a baby say?
What is the baby in the picture doing?
Where is the baby?
Why do we love the baby?
Have you a baby at your home?

Read Suggestions to Teachers, 6. Review the verses which have been learned.



LESSON 26

We are eight little playmates. Our names are Elisa, Ramon, Pablo, Carmen, Paz, Maximo, Antonio, and Clara. Today is Saturday. We do not go to school. Let us play a game. We will call Luis and Felisa.

How many girls are in your class?

Write the names of the girls.

How many boys are in your class?

Write the names of the boys.

• Write the names of your playmates.

Let the pupils point to the boys and girls in the picture, and give each a name found in the lesson. Teach them that all names begin with capital letters. The second part is a written exercise.



LESSON 27

The children stood in a big circle. Maximo took a handkerchief and ran around the boys and girls. He dropped the handkerchief behind Carmen. Carmen found the handkerchief. Can she catch Maximo?

What game did the children play?

How many children played?

What did Maximo do with the handkerchief?

Who found the handkerchief?

What did Carmen do then?

What game do you like to play?

Let the children play this game in school. After the oral drill, let the pupils write answers to the questions.

PART II

LESSON 1

There are many things in this room.

Tell the name of one thing that you see.

Take something in your hand. What have you?
What is the name of it?

Look out of the window. Point to something. Tell the name of it.

All things have names.

Here are the names of eight things. Read the names and point to the things:

- | | | | |
|----------|-----------|----------|---------|
| 1. desk | 3. window | 5. house | 7. tree |
| 2. table | 4. door | 6. book | 8. hat |

WRITTEN EXERCISES

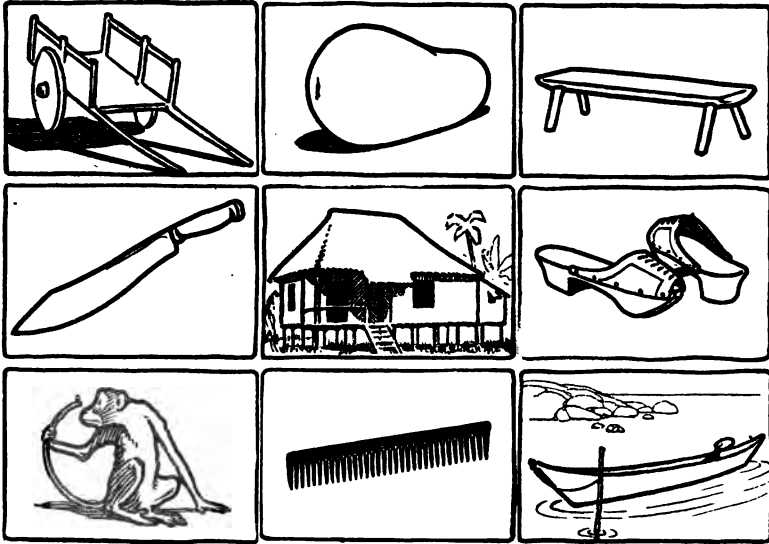
I. *Copy the eight names that you read.*

II. *Write the names of five things at your home.*

Write the names of five things that you can see in the street.

Ask the pupils to name several things in the schoolroom. Put these names on the blackboard. Make clear to the pupils the relation between the object and the written word which names the object. When you have five or six names on the board, point to some name and let the pupil point to the object. Also point to some object and let the pupil point to the name and pronounce it. Every pupil should know the names of things about the schoolroom; as, *blackboard, crayon, eraser, pointer, ruler, bookcase, inkstand, penholder, bench*, etc.

Read Suggestions to Teachers, 9.



LESSON 2

WRITTEN EXERCISES

- I. *Write the names of the things in these pictures.*
 II. *Write in one column the names of things for men; in another column the names of things for women:*

- | | | | |
|---------|-------------|------------------|-------------|
| 1. hat | 5. skirt | 9. trousers | 13. camisa |
| 2. fan | 6. shoes | 10. parasol | 14. pañuelo |
| 3. veil | 7. slippers | 11. umbrella | 15. cane |
| 4. coat | 8. collar | 12. handkerchief | 16. shirt |

- III. 1. *Write the names of five kinds of fruit.*
 2. *Write the names of five little plants.*
 3. *Write the names of five things that can run.*

Oral drill should precede all written work. Do not assign too much work at a time. Read Suggestions to Teachers, 2.

LESSON 3

Point to something in this room. Tell the name of it. Tell something about it.

Look out of the window. What do you see? Tell something about what you see.

What kind of day is today? Is it bright? Is it cloudy? Tell something about the day.

When you tell something, you make a **statement**. When you tell something about the day, you make a statement about the day. Make a statement about the sun.

A statement tells something.

Here are three statements. Read these statements :

1. The day is bright.
2. The boys are studying.
3. My dog can bark.

The first statement is about the day.

The second statement is about the —.

What is the last statement about?

Copy the three statements above.

Tell something about your hat.

Tell something about the table.

Tell something about your sister.

Make a statement about your pencil.

Make a statement about a ball.

Make clear the meaning of the word *statement*. Ask the pupils to make many statements about familiar things. The statements should be short, complete, and correct.

Read Suggestions to Teachers, 9.

LESSON 4

Look at the statements which you copied in Lesson 3.

With what kind of letter does the first word of the first statement begin? With what kind of letter does the first word of the second statement begin?

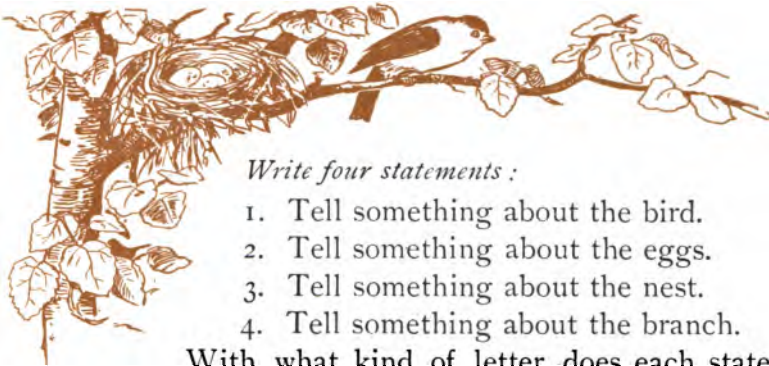
Look at the first word of the last statement. With what kind of letter does it begin?

The first word of a statement begins with a capital letter.

What mark do you see after the first statement? What mark do you see after the second and the last statements?

We put a period after a statement.

WRITTEN EXERCISE



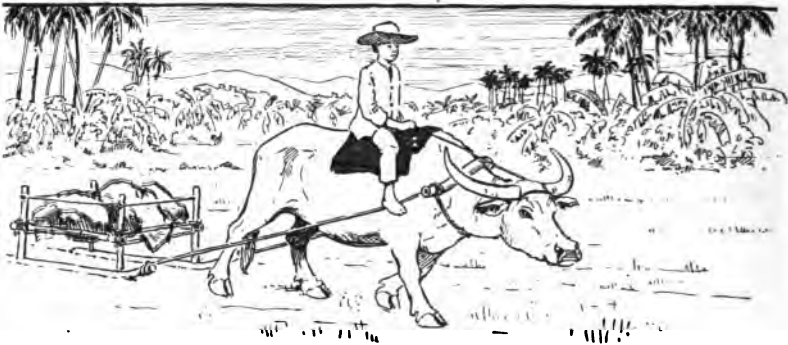
Write four statements :

1. Tell something about the bird.
2. Tell something about the eggs.
3. Tell something about the nest.
4. Tell something about the branch.

With what kind of letter does each statement begin?

What mark do you put after each statement?

Make clear the meaning of the words *capital letter* and *period*. Let the pupils write capital letters on the board. Read Suggestions to Teachers, 9.



LESSON 5

Manuel is riding the carabao.

The carabao has long, curved horns. It has long ears and large eyes.

The carabao has hard feet. Its feet are called hoofs.

The skin of a carabao is very thick. The carabao has very little hair on its body.

The carabao can pull heavy loads. It eats grass and drinks much water.

WRITTEN EXERCISE

Write five statements about the carabao:

1. Tell something about its horns.
2. Tell something about its ears.
3. Tell something about its feet.
4. Tell something about its skin.
5. Tell what the carabao can do.

LESSON 6



1. The parrot has green feathers.

This is a statement. Why is it a statement?

2. Can the parrot sing?

This is not a statement. It does not tell anything. It asks something. It asks something about the parrot.

You may ask something about the parrot. Ask something about its feathers. Ask something about its bill.

When you ask something, you use a **question**.

A question asks something.

What does a statement do?

Here are three questions. Read these questions:

1. What can the parrot do?
2. Is the wind blowing today?
3. Where do you live?

Copy the questions that you read.

Ask a question about your cat. Make a statement about your cat. Ask something about her paws.

Make a statement about your book. Ask a question about your book. Ask a question about this lesson.

Give the pupils much oral drill every day on asking questions. Let the questions vary. Let them be short. It is as important that the children learn the question forms as the answers to questions. Read Suggestions to Teachers, 9.

LESSON 7

Have you a pencil?

Is this a statement or a question?

Why is it not a statement? Why is it a question?

With what kind of letter does the first word of this question begin?

Find another question on another page. With what kind of letter does the first word begin?

The first word of a question begins with a capital letter.

• With what kind of letter does the first word of a statement begin?

What kind of mark do you see after a question?

This mark (?) is called a **question mark**.

We put a question mark after a question.

What mark do we put after a statement?

WRITTEN EXERCISE

Write five questions:

1. Ask something about the goat.
2. Ask something about the wall.
3. Ask something about the tree.
4. Ask something about your slate.
5. Ask something about the day.



What mark do you put after each question?

The first part of this lesson is partly review. Pupils should learn to answer questions about their lessons. Review every day.

LESSON 8

WRITTEN EXERCISES

I. *Here are the names of things at your home. Write a statement about each thing:*

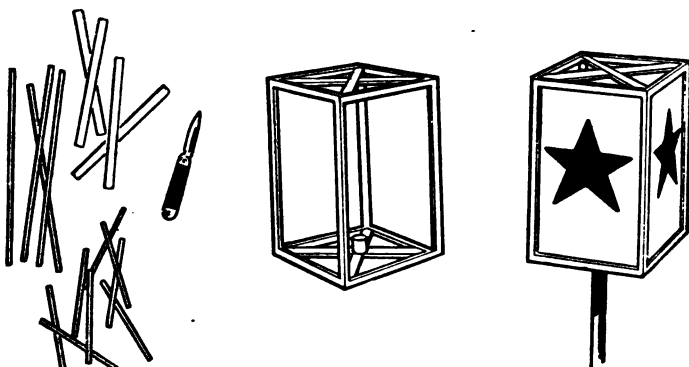
- | | | | |
|----------|-----------|------------|-----------|
| 1. yard | 5. floor | 9. chair | 13. plate |
| 2. fence | 6. post | 10. mat | 14. fork |
| 3. gate | 7. wall | 11. pillow | 15. knife |
| 4. steps | 8. window | 12. candle | 16. spoon |

II. *Write a question about each of these animals:*

- | | | | |
|--------|-----------|----------|------------|
| 1. pig | 4. lizard | 7. sheep | 10. frog |
| 2. hen | 5. monkey | 8. goose | 11. fish |
| 3. cow | 6. duck | 9. crab | 12. turtle |

III. *Copy the following statements and questions. Put the name of a thing in place of each blank:*

1. Can you throw a —?
2. A — swam in the river.
3. Did the boy wash his —?
4. Did he comb his —?
5. The — tells the time.
6. A — has two wheels.
7. The — has four paws.
8. How many fingers have you on one —?
9. A — gives us light.



LESSON 9

Let us make a lantern today.

Get a piece of bamboo. Take your knife.

Cut some sticks. The sticks must be straight.

Now make the frame.

Measure your paper. Cut it with the scissors.

Put the paper on the frame.

Put a white star on each side of the lantern.

Put a candle into the lantern. Tonight you may light the candle.

WRITTEN EXERCISES

I. *Write the names of the things of which you made your lantern. Write the names of the tools that you used.*

II. *Copy the following questions and write an answer to each.*

I. What did you make?

Let each pupil make a simple lantern. A part of the lantern may be made in class, and the work may be made the subject of a conversation exercise. Put the best lanterns in the schoolroom. Read Suggestions to Teachers, 4, 7.

2. Of what did you make your lantern?
3. With what did you cut the bamboo?
4. With what did you cut the paper?
5. With what did you measure the paper?
6. How did you put the paper on the frame?
7. How did you put on the stars?
8. What is a lantern used for?

LESSON 10

A statement is called a **sentence**.

A question is called a **sentence**.

Some sentences tell something.

Some sentences ask something.

Here are two sentences:

1. What is the girl doing?
2. The girl is playing.

The question asks something about the girl. The statement tells something about the girl.

The statement is an answer to the question. The answer is a statement.

With what kind of letter does the first word of the first sentence begin? With what kind of letter does the first word of the second sentence begin?

The first word of a sentence begins with a capital letter.

Review *statement, question, period, question mark*. Read Suggestions to Teachers, 3.





LESSON 11

WRITTEN EXERCISES

I. *Use each of the following words in a sentence :*

- | | | | |
|-----------|-----------|---------|---------|
| 1. farmer | 3. plow | 5. yoke | 7. whip |
| 2. field | 4. harrow | 6. rope | 8. rice |

II. *Copy these sentences and fill the blanks :*

1. Two — are working in the —.
2. One farmer is harrowing, the other is —.
3. One carabao is pulling a —, the other is pulling a —.
4. One man has a — in his hand.
5. The yoke is made of —.

LESSON 12

1. This boy is Pedro Cruz.
2. Pablo Cruz is his brother.
3. His little sister is Luisa Cruz.
4. His father is Sexto Cruz.

What is the name of this boy? What is his brother's name? Who is his little sister? What is his father's name?

What is Pedro's last name? What is his sister's last name? Read the last names of his brother and his father.

Why do they all have the same last name?

The name *Cruz* tells to what family each one belongs. They all belong to the *Cruz* family. *Cruz* is the **family name**.

What is your last name? What is your family name?

The last name of a person is the family name.

What is the boy's first name? What is the first name of his sister? What is your first name? Who gave you this name? Who gave Pablo his first name?

The first name of a person is the given name.

What is this boy's given name? What is his brother's given name? What is his family name? Now read his whole name. *Pablo Cruz* is his **full name**. What is his father's full name? What is your full name?

The given name and the family name make the full name.



With what kind of letter does each name of these persons begin?

All the names of persons begin with capital letters.

LESSON 13

Here are the names of six boys and girls. Read their given names. What are their family names? Now read their full names.

- | | |
|---------------------|----------------------|
| 1. Felix Sanchez. | 4. Pilar Samonte. |
| 2. Alfonso Sison. | 5. Mercedes Sanchez. |
| 3. Felicidad Reyes. | 6. Carlos Espinosa. |

Read the names of the boys. Read the names of the girls. Which of these children belong to the same family? How can you tell?

WRITTEN EXERCISES

- I. *Copy the names of the boys and girls named in this lesson.*
- II. *Write an answer to each question. Make each answer a statement.*

1. What is your given name?
2. What is your family name?
3. What is your full name?
4. What is your father's given name?
5. What is his full name?
6. What is your mother's family name?
7. What is her full name?



LESSON 14

How many persons are in this family? The father and the mother are the parents of the children. The parents take care of the children. Point to the parents.

How many children are in this family? How many brothers do you see? How many sisters are there? The children can help their parents. They love and obey their parents.

Who is the old person? Have you a grandmother? The children love their grandmother. She is very old.

WRITTEN EXERCISE

Write an answer to each question:

1. How many persons are in your family?
2. How many children are in your family?
3. What are the names of your brothers?
4. What are the names of your sisters?
5. What is the full name of your grandmother?

LESSON 15

A thirsty — found some water in a —.



The — was tall. There was only a little — in it. The poor — could not



— the water. He tried to — the jar with his bill. But the jar was too —.



Near the — the crow — a pile of stones. He carried some of the — in his —. He dropped them — the jar. The water rose, and the crow could — the water.

This was a — crow.

WRITTEN EXERCISE

Write four questions about the crow.

Write an answer to each question.

The exercise may be varied by asking the pupils to draw the pictures and write a statement about each picture. Read Suggestions to Teachers, 7.



LESSON 16

Three boys made a garden with the fork, hoe, and rake.

They planted vegetable seeds in their garden. They put the seeds into the soft soil. They planted some seeds in rows.

The seeds grew and became plants. The boys took good care of their garden. They cut out the weeds with the hoe. They kept the soil fine and soft.

When the vegetables were good to eat, the boys sold them in the market. They sold radishes, melons, onions, lettuce, beans, tomatoes, and maize.

WRITTEN EXERCISES

I. *Write the names of six vegetables.*

Read Suggestions to Teachers, 3.

II. *Write an answer to each question :*

1. How do we make a garden ?
2. What do we plant in a garden ?
3. What seeds do we plant in rows ?
4. What seeds do ants eat ?
5. How do we take care of a garden ?
6. How do we keep the weeds out ?
7. What vegetables grow very fast ?
8. What vegetables grow on large plants ?
9. What vegetables do we cook ?
10. What vegetables do you like best ?

LESSON 17

THE SEED

In the heart of a seed,
Buried deep, so deep,
A dear little plant
Lay fast asleep.

“Wake,” said the sunshine,
“And creep to the light.”
“Wake,” said the voice
Of the raindrops bright.

Copy this poem and memorize it.

Read Suggestions to Teachers, 6.



LESSON 18

Did you ever see an earthworm?

The earthworm lives in the ground. After it has rained, we see many earthworms in the street. Where do they come from?

The earthworm has no legs. It cannot walk. The earthworm crawls. It can crawl in the ground.

The earthworm has no eyes. It cannot see. Chickens like to eat earthworms.

We can put an earthworm on a hook and catch a fish with it.

WRITTEN EXERCISE

*Write six questions about the earthworm.
Write an answer to each question.*

LESSON 19

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

How many days has a week?

Read the names of the days of the week.

What day is today? What day was yesterday?

What day is tomorrow?

With what kind of letter does the name of each day of the week begin?

The names of the days of the week begin with capital letters.

What other names begin with capital letters?

WRITTEN EXERCISES

- I. *Copy the names of the days.*
- II. *Write an answer to each question :*
 1. What is the name of the first day of the week?
 2. What is the second day?
 3. What is the name of the last day?
 4. On what days do you go to school?
 5. How many school days are there in a week?
 6. What did you do last Saturday?
 7. Where shall you go next Sunday?

LESSON 20

A plant has roots, leaves, and a stem.

The roots grow in the ground. Some plants have many small roots, and some have one large root.

Lesson 19. The pupils should learn the names of the days in their order. Note the spelling in the written work. Read Suggestions to Teachers, 3.

Lesson 20. Read Suggestions to Teachers, 3, 4.

The stem grows out of the ground. Some plants have large, tall stems. The stem of the rice plant is tall and slender.

The stem of a tree is called a trunk.

The leaves grow in the air. The leaves are green. The banana plant has large leaves.

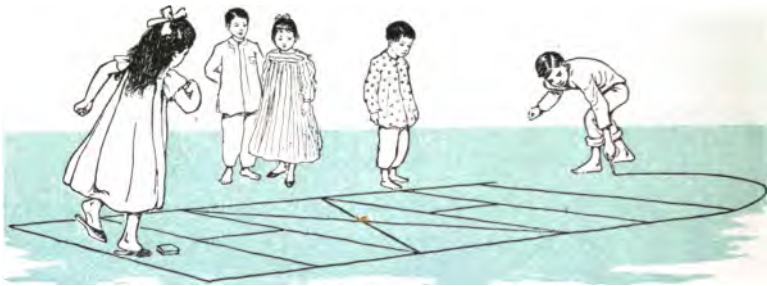
Some plants have pretty blossoms.



WRITTEN EXERCISE

Write an answer to each question :

1. What are the three parts of a plant?
2. What kind of roots has maize?
3. What plant has large roots?
4. What color are the roots?
5. What is the shape of the stem of the banana plant?
6. What plant has a short stem?
7. What kind of leaves has the bamboo?
8. What plants have large pods?
9. What plants have pretty blossoms?



LESSON 21

Do you like to play games? What are these children playing?

Juan marked the lines on the ground with a stick. Paz found a block of wood.

Luisa is standing on one foot. She will kick the block. Can you hop and kick a block?

What game do you like best?

WRITTEN EXERCISE

Write an answer to each question :

1. How many children do you see?
2. What are their names?
3. What game are they playing?
4. What will Luisa do?
5. Can you play this game?
6. How many counts can you make in this game?

Tell some pupil to put a plan of this game on the floor with a piece of chalk. Let some of the children play the game. Encourage them to talk in English about the game. Read Suggestions to Teachers, 7.

LESSON 22

These men are working. A man who works is called a workman. These are two workmen. They are building a house. A man who builds a house is called a carpenter. What else can a carpenter do?

There are many kinds of workmen. What do you call a man who works in the field? What does a blacksmith do? Who makes clothes? Who bakes bread?









WRITTEN EXERCISES

I. *Write the names of six kinds of workmen.*

II. *Write an answer to each question:*

1. Who makes shoes?
2. Who plants sugar-cane?
3. Who catches fish?
4. Who makes clothes?
5. Who weaves cloth?
6. Who makes hats?
7. Who makes jars and pots?
8. Who makes tables?
9. How many work days are there in a week?

LESSON 23

The book.		The books.	
One bottle.		Three bottles.	
A pencil.		Many pencils.	

Read the names that mean one.

Read the names that mean more than one.

Here are the names of some things. Read the names and tell whether they mean one or more than one.

- | | | | |
|------------|---------|---------|-----------|
| 1. chicken | 3. dog | 5. girl | 7. plants |
| 2. goats | 4. cats | 6. boys | 8. banana |

WRITTEN EXERCISES

I. *Here are eight names. Each is the name of one. Write each so that it means more than one :*

- | | | | |
|------------|---------|------------|-----------|
| 1. brother | 3. day | 5. carabao | 7. tailor |
| 2. root | 4. seed | 6. lantern | 8. crow |

II. *Each of these words is the name of more than one. Write each so that it means one :*

- | | | | |
|-----------|------------|------------|---------------|
| 1. slates | 3. stems | 5. sisters | 7. sleds |
| 2. weeks | 4. gardens | 6. pupils | 8. shoemakers |

Show the pupils that the plural is formed by adding *s* to the singular. Drill on the pronunciation of the words ending in *s*. Do not use the words *singular* and *plural* in class. Read Suggestions to Teachers, 3.



LESSON 24

Here are two workmen. Can you tell what they are called?

The blacksmith makes things of iron.

He puts the iron into the fire. He holds the hot iron with the tongs. He strikes the iron with the hammer.

Hammers and tongs are called tools. What other tools does the blacksmith use?

What tools does the carpenter use? What tools can you use?

WRITTEN EXERCISES

- I. *Write the names of ten kinds of tools.*
- II. *Write a sentence about each tool that you named.*

II. *Write an answer to each question :*

1. What can you do with a hammer?
2. What workman uses a hammer?
3. What does the carpenter do with it?
4. With what tool does he cut a board?
5. How does he make it smooth?
6. With what tool does the tailor cut the cloth?
7. How does the shoemaker cut leather?
8. What tools does the farmer use?
9. What tools do you use to make a garden?

LESSON 25

1. The tree is beautiful.
2. The trees are green.
3. Is the tree large?
4. Are the trees tall?

Is the first statement about one tree or more than one? What is the second statement about? In which statement do we use *is*? In which statement do we use *are*?

We use *is* in the first statement because it tells about one. We use *are* in the second statement because it tells about more than one.

In which question do we use *is*? Why do we use *is*? Why do we use *are* in the last question?

We use *is* in a sentence about one.

We use *are* in a sentence about more than one.

Illustrate the uses of *is* and *are* by numerous short sentences written on the board. Review *statement*, *question*, *sentence*.

WRITTEN EXERCISE

*Copy these sentences. Fill the blank with **is** if the sentence is about one. Fill the blank with **are** if the sentence is about more than one.*

1. The blacksmith — a workman.
2. Two blacksmiths — in the shop.
3. What — the blacksmiths doing?
4. — the hammer heavy?
5. Wednesday — the third day of the week.
6. — the coconut trees tall?
7. My brother — at school.
8. Where — your parents?



LESSON 26

Who made your shoes?

Some shoes are made of leather. White shoes are made of leather and cloth.

Leather and cloth are called materials.

Iron is also a material. What is made of iron? Of what material is a box made?

Bamboo is a very useful material. Baskets and many other things are made of bamboo.

What material does the weaver use? What material does the tailor use?

WRITTEN EXERCISE

Write ten statements. In each statement tell what is made of one of these materials :

- | | | | | |
|----------|----------|---------|------------|-----------|
| 1. iron | 3. wood | 5. clay | 7. bamboo | 9. silver |
| 2. paper | 4. cloth | 6. nipa | 8. leather | 10. abacá |

LESSON 27

January	May	September
February	June	October
March	July	November
April	August	December

How many months are there in a year?

Read the names of the months.

What is the name of the first month? What is the fourth month? What is the last month?

What month is this month? What month was last month? What is the name of next month?

With what kind of letter does the name of each month begin?

The names of months begin with capital letters.

Let the pupils learn the names of the months in their order. Do not assign too many names at one time. Drill in pronunciation. Give special attention to the spelling. Read Suggestions to Teachers, 3.

Review the names of the days.

WRITTEN EXERCISES

I. *Copy the names of the months.*

II. *Write an answer to each question. Make each answer a statement:*

1. How many days are there in a week?
2. How many months are there in a year?
3. In what month is Christmas?
4. In what month is your birthday?
5. In what months do you go to school?
6. How many school months are there?

LESSON 28

Thirty days has September,
April, June, and November.
All the rest have thirty-one,
Excepting February alone,
Which has but twenty-eight, in fine,
Till leap year gives it twenty-nine.

WRITTEN EXERCISE

Write an answer to each question:

1. How many months have thirty days?
2. What are the names of these months?
3. How many months have thirty-one days?
4. What are their names?
5. What month has less than thirty days?
6. How many days has it?



LESSON 29

Is this a river? No, this is a street. It has rained all night. The fields look like lakes, and the streets look like rivers.

The men are going to market in a boat. Why do they not walk?

When it rains, the sky is dark and cloudy. Sometimes we see the lightning and hear the thunder.

Sometimes the wind blows very hard. It blows down trees and houses.

When it rains and the wind blows hard, we have a storm.

When it rains, we have the rainy season.

WRITTEN EXERCISE

Copy these sentences. Fill each blank with the name of a month:

1. The rainy season begins in —.

2. In — there was very much rain.
3. The wind blows hard in —.
4. We had a storm last —.
5. The farmer plants rice in —.
6. — is the last month of the rainy season.



LESSON 30

What a bad day this is! This is a windy day.
How do you know that the wind is blowing?

Sometimes we have good weather. The weather is pleasant when the sun shines.

In the rainy season we have much wet weather. In the dry season the weather is dry.

WRITTEN EXERCISE

Write an answer to each question:

1. In what month do we have cloudy weather?

Review the names of the days and the months. Ask the pupils about the weather every day. Read Suggestions to Teachers, 4.

2. What kind of weather have we in March?
3. In what month is the weather cool?
4. What kind of weather have we in the rainy season?
5. In what months is the weather dry?
6. In what month are the days pleasant?
7. In what month is the weather bad?
8. What kind of weather have we today?

LESSON 31

THE WIND

Who has seen the wind?
Neither I nor you ;
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I ;
But when the trees bow down their heads,
The wind is passing by.

— CHRISTINA G. ROSSETTI.

Can you see the wind? Can you hear it? Can you feel it?

Why do the leaves tremble? Why do the trees bow down their heads?

Copy the poem and memorize it.

Read Suggestions to Teachers 6.

LESSON 32

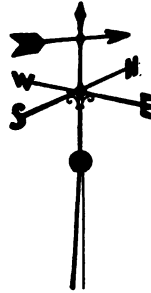
The weather vane tells from which direction the wind blows.

There are four directions: north, east, south, west.

When the wind blows from the west, the weather vane points to the west.

From what direction does the wind blow when the weather vane points to the south? From what direction is the wind blowing today?

Stand with your face to the north. Point to the east. Point to the west. Which hand points to the east? Which hand points to the west? Where is south?



WRITTEN EXERCISE

Copy these sentences. Write the name of the right direction in each blank:

1. My home is — of the schoolhouse.
2. The schoolhouse is — of my home.
3. When I go home, I walk toward the —.
4. The market is — of my home.
5. The schoolhouse faces the —.

Let the pupils make a weather vane. It may be in the shape of a cock, horse, or arrow. A weather vane may be used in class for teaching direction.



LESSON 33

WRITTEN EXERCISE

Write an answer to each question:

1. How many people do you see in the field?
2. What are they doing?
3. Who is cutting the rice?
4. What is the woman doing?
5. In what months do farmers cut rice?
6. In what season do they cut it?
7. What insect eats rice?

LESSON 34

The locust is an insect. It has four wings and six legs. The hind legs are very long and strong. The locust can jump very far.



Young locusts have no wings. It is easy to catch a young locust.

Old locusts can fly very fast. Have you ever seen a swarm of locusts?

Sometimes a swarm of locusts will eat all the rice in a field. What else do locusts eat?

The locust is also called a grasshopper. Can you tell why?

WRITTEN EXERCISES

I. *Write five statements about the locust.*

II. *Here are the names of eight kinds of insects. Write a statement about each one:*

- | | | | |
|--------|-------------|-----------|--------------|
| 1. ant | 3. mosquito | 5. mantis | 7. butterfly |
| 2. fly | 4. firefly | 6. bee | 8. spider |

LESSON 35

A locust and an ant went to a rice field to eat dinner. After dinner the ant picked up a grain of rice to carry home.

“Foolish ant!” said the locust. “When I am hungry, I come to the field to eat. Why do you not do as I do?”





The locust laughed and flew away.

One day the locust came to the field again. He was very hungry, but he could find no rice. The men had cut all the rice.

The locust flew and hopped all over the field. At last he came to the home of the ant.

“Can you give me some rice to eat?” he asked. The ant laughed and said, “Why did you not do as I did?”

Who do you think was the foolish one?

What is this story about? Why did the locust and the ant go to the rice field? What did the ant do after dinner? Why did the locust call her a foolish ant?

Why could the locust find no rice when he came to the field again? To whose home did he come? What did he say to the ant? What did the ant say?

Tell this story to your teacher.

Copy the story about the locust and the ant.

LESSON 36

How many days has December?

December 1 is the first day of December.

December 10 is the tenth day of December.

When we read "December 1," we say, "December first."

When we read "December 10," we say, "December tenth."

How do you read "March 23"?

How do you write "June fifteenth"?

Read these dates:

1. February 28.

3. August 19.

2. May 11.

4. October 31.

WRITTEN EXERCISES

I. *Write these dates:*

- | | |
|------------------------|----------------------------|
| 1. January eleventh. | 6. February twenty-second. |
| 2. April seventeenth. | 7. December second. |
| 3. July fourth. | 8. March thirty-first. |
| 4. September tenth. | 9. June first. |
| 5. November thirtieth. | 10. August ninth. |

II. *Copy these sentences. Write dates in place of the blanks:*

1. ——— is the first day of the year.
2. Washington's Birthday comes on ———.
3. ——— is Christmas. .
4. Rizal day is ———.
5. My birthday is ———.
6. Today is ———.

Review Lessons 27 and 28.

LESSON 37

1. Felix Ramos lives in Baliwag.
2. Baliwag is in the province of Bulacan.
3. Bulacan is on the island of Luzon.

Where does Felix Ramos live? What is the name of the town? In what town do you live? Write the name of your town on your slate.

With what kind of letter does Baliwag begin? With what kind of letter does the name of your town begin?

The names of towns begin with capital letters.

In what province is Baliwag. In what province is your town? With what kind of letters do the names of provinces begin?

The names of provinces begin with capital letters.

On what island is the province of Bulacan? On what island do you live? With what kind of letters do the names of islands begin?

The names of islands begin with capital letters.

Manila is a city. On what island is Manila?

WRITTEN EXERCISES

I. *Copy these names of towns:*

- | | | |
|---------------|-----------|-----------------|
| 1. Dagupan | 4. Iloilo | 7. Bakolod |
| 2. Santa Cruz | 5. Cavite | 8. Cebu |
| 3. Catbalogan | 6. Lawag | 9. San Fernando |

II. *Copy these names of provinces :*

- | | | |
|---------------|----------|------------|
| 1. Ilocos Sur | 3. Albay | 5. Tarlac |
| 2. Masbate | 4. Bohol | 6. Romblon |

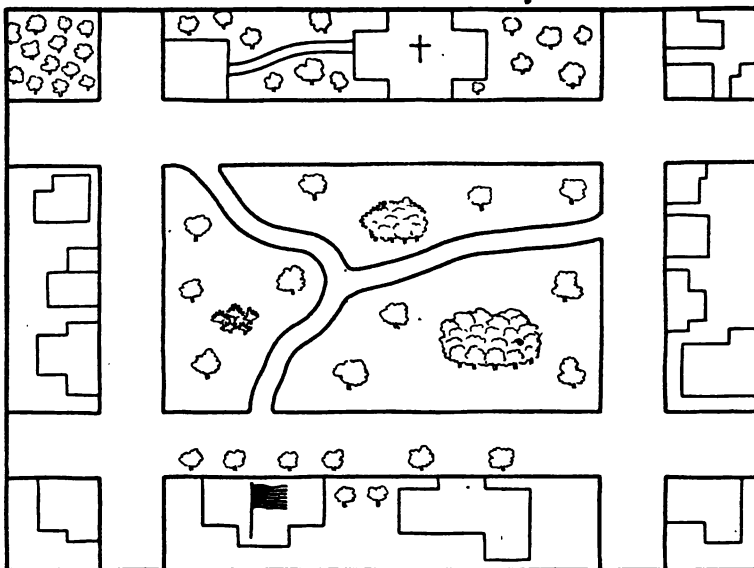
III. *Copy these names of islands :*

- | | | |
|-----------|----------|-------------|
| 1. Negros | 3. Leyte | 5. Samar |
| 2. Luzon | 4. Panay | 6. Mindanao |

LESSON 38

WRITTEN EXERCISES

- I. *Write the names of the towns in your province.*
- II. *Write the names of four provinces near your province.*
- III. *Write an answer to each question :*
 1. How many people live in your town?
 2. How many towns are in your province?
 3. What is the largest town in your province?
 4. What is the smallest town?
 5. What town has a very large market?
 6. What is the capital of your province?
 7. What direction is the capital from your town?
 8. How far do you live from the capital?
 9. Who is the governor of your province?
 10. How far is Manila from your town?
 11. How do you go to Manila?



LESSON 39

Is there a plaza in your town? How many streets are around the plaza? What buildings face it? Does your schoolhouse face the plaza?

What is on the plaza? Are there trees on it? Is there a path across the plaza?

Draw a map of the plaza. Show the streets. Show where the church is. Show all the buildings that face the plaza. Show what is on the plaza.

Take the pupils to the plaza. Let them walk along two adjoining sides and count their steps. This will help them to get an idea of the proportionate length of the sides. Call their attention to the buildings and large trees on and around the plaza, and their respective positions. Read Suggestions to Teachers, 7.



LESSON 40

On market day many people take things to the market to sell.

We go to market to buy things. We buy things with money.

The man is selling a fish. Natalia is buying the fish. She asks the man, "How much is this fish?" He says it is twenty centavos. Natalia will pay him twenty centavos.

Who is buying a chicken? Who is selling the chicken?

The peso is made of silver. The centavo is made of copper.

100 centavos make one peso.

50 centavos make one half-peso.

2 half-pesos make one peso.

2 half-centavos make one centavo.

What is the half-peso made of? What is the half-centavo made of?

WRITTEN EXERCISES

I. *Write the names of ten things that you can buy in the market.*

II. *Write an answer to each question :*

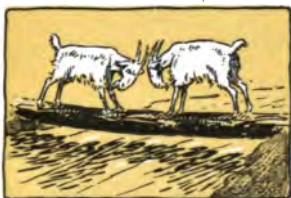
1. What day is market day in your town?
2. What direction is the market from your home?
3. What does the farmer sell in the market?
4. What can he buy?
5. What do the women sell?
6. How much do you pay for four eggs?
7. How much rice can you buy for 50 centavos?
8. How many centavos make one peso?
9. How many half-centavos are in ten centavos?
10. How many centavos make one half-peso?

LESSON 41

Here are four pictures. These pictures tell a story. What is this story about? Tell the story to your teacher.

Show the pupils different coins. Teach them the value of each coin. Show the relative values of coins ; as, for example, 1 centavo has the same value as 2 half-centavos.

What does each goat want to do?



Where are the goats?
Why do they stop?
What kind of bridge is this?

What are the goats doing?



What happened to the goats?
Can they swim?

LESSON 42

1. Mr. 2. Mrs. 3. Miss

Here are three titles. We write these titles before the names of persons.

We write *Mr.* before the name of a man.

Mr. means *Mister*. *Mr. Reyes* means *Mister Reyes*.

We write *Mrs.* before the name of a married woman.

Mrs. means *Missis*. *Mrs. Brown* means *Missis Brown*.

Mrs. Brown is the wife of Mr. Brown.

We use *Miss* before the name of a woman if she is not married.

Miss Reyes is the sister of Mr. Reyes.

With what kind of letters do all titles begin?

After which titles do we put a period?

All titles begin with capital letters.

We put a period after Mr. and Mrs.

Read these names. Which are the names of men?
Which are the names of women? How can you tell?

- | | |
|-------------------|------------------|
| 1. Mr. Alvarez. | 4. Mr. Aguilar. |
| 2. Miss Conde. | 5. Mrs. Jackson. |
| 3. Mr. Natividad. | 6. Miss Ramos. |

Copy these six names.

LESSON 43

"Good morning, Mr. Reyes."

"Good morning, Benito."

"How are you this morning?"

"I am very well, thank you."

"Do you see that book, Benito?"

"Yes, sir."

"Please bring it to me."

"Here it is, Mr. Reyes."

"I thank you, Benito."
"You are welcome, Mr. Reyes."
"May I go home now, Mr. Reyes?"
"Yes, Benito, you may go."
"Goodby, Mr. Reyes."
"Goodby, Benito."

What do you say to your teacher when you come to school in the morning?

What do you say when you go home?

How do you ask your schoolmate for his pencil?

Copy these expressions :

Good morning.	Please.
Good afternoon.	I thank you.
Good evening.	You are welcome.
Good night.	Yes, sir.
Pardon me.	No, sir.



Memorize these lines :

Politeness is to do and say
The kindest thing in the kindest way.

Teach the children to exchange greetings with their teacher and with each other. Teach them to use the usual polite forms in their everyday conversation both in and out of school. Read Suggestions to Teachers, 4.

LESSON 44

Carlos saw some women washing at the river. His teacher asked him what he saw. These are some of the words that Carlos used in his statements:

- | | | | |
|----------|---------|------------|------------|
| 1. river | 4. wash | 7. rinse | 10. clean |
| 2. bark | 5. rub | 8. clothes | 11. spread |
| 3. rock | 6. soap | 9. dirty | 12. dry |

WRITTEN EXERCISES

- I. *Use each of the above words in a sentence.*
- II. *Copy the following questions and write a complete answer to each:*

1. What is the kitchen used for?
2. Who cooks the food?
3. In what does he boil the rice?
4. In what does he fry meat?
5. In what room do you eat?
6. When do you eat breakfast?
7. What meal do you eat at noon?
8. When do you eat supper?
9. Who washes the dishes?
10. Who sweeps the floor?

Encourage the children by questions to talk about the things and activities at home. Ask about the different dishes and utensils used in cooking the food and in serving and eating it.

LESSON 45

What time is it?

It is . . . o'clock.



What time is it?

It is . . . minutes past five.

What time is it?

It is half past



What time is it?

It is . . . minutes to

WRITTEN EXERCISE



Write six answers to the following question. Find the answers in these clock faces.



What time is it?



Drill the pupils on answering questions about the time of day. Show them that after the even hours we use the word *o'clock*, as, *five o'clock*, *eleven o'clock*, etc., and that we omit it after such expressions as *half past seven*, *ten minutes past three*, *five minutes to twelve*, etc.

**LESSON 46**

The sun rises in the morning. Are you awake at sunrise?

The sun rises higher and higher. At noon the sun is over our heads. Noon is the middle of day.

The part of day before noon is called forenoon. Afternoon is the part of day after noon.

In the afternoon the sun goes down lower and lower. When the sun sets, it is evening.

WRITTEN EXERCISE

Write an answer to each question:

1. When does the sun rise?
2. Where does it rise?
3. At what time do you get up in the morning?
4. Where is the sun at noon?
5. Where do you go in the forenoon?
6. What do you do in the afternoon?

LESSON 47

MORNING

“The cock crows in the morn
To tell us to rise,
And he who lies late
Will never be wise.
For early to bed,
And early to rise,
Is the way to be healthy
And wealthy and wise.”

Copy this rhyme and learn it.

LESSON 48

Copy these lines and learn them:

60 seconds make one minute.
60 minutes make one hour.
24 hours make one day.
7 days make one week.
12 months make one year.
365 days make one year.

Name the days of the week. Name the months.
Name the months with thirty days. Name the
months with thirty-one days. What date is today?



LESSON 49

How dark it is at night!

There are many stars in the sky. We cannot count them. Some stars are very bright.

You can see the big, round moon behind the bamboo trees. It rises higher and higher.

How bright the moon is when it is high in the sky!

The moon is not always the same shape. Sometimes it is round like the face of a clock. Sometimes it looks like a curved line.

On cloudy nights, we cannot see the moon and stars.

The lamp and the candle give us light at night. We can study by the light of the lamp.

Instruct the pupils to observe the moon for several nights. Let them notice that it seems larger near the horizon than high in the sky, although it is always the same size. Let them discover that the moon appears later each night. Call their attention to the changes in the shape of the moon from week to week.

WRITTEN EXERCISES

I. *Write an answer to each question:*

1. At what time does the sun set?
2. Where does it set?
3. Why is it dark at night?
4. What do you see in the sky at night?
5. Why is it very dark on cloudy nights?
6. How does the moon look when it is behind the trees?
7. How does it look high in the sky?
8. Where does the big, round moon rise?
9. What can you see in the face of the moon?
10. Why is the lamp useful?



II. *Write five statements about the lamp.*

Draw a lamp.

LESSON 50

MY SHADOW

I have a little shadow that
goes in and out with me,
And what can be the use of
him is more than I can see.



He is very, very like me from the heels up to the
head;

And I see him jump before me, when I jump
into my bed.

The funniest thing about him is the way he likes to grow —



Not at all like proper children, which is always very slow;

For he sometimes shoots up taller, like an india-rubber ball,

And he sometimes gets so little that there's none of him at all.



One morning, very early, before the sun was up,



I rose and found the shining dew on every buttercup;

But my lazy little shadow, like an arrant sleepy-head,

Had stayed at home behind me, and was fast asleep in bed.

— ROBERT LOUIS STEVENSON.

When is your shadow very long? How long is it just before sunset? When is it very short? On what kind of days have you no shadow? Did you ever see your shadow at night?

Point to the sun. Point to the shadow of the school-house. Where will the shadow of the schoolhouse be this afternoon?



LESSON 51

WRITTEN EXERCISES

I. *Write eight statements about your schoolhouse :*

Tell whether it is new or old. Is it large or small?
How long is it? How wide? How high?

What is the floor made of? The wall? The roof?

How many rooms are there? How many windows?
How many doors?

II. *Write an answer to each question :*

1. How many children are in your school?
2. How many teachers are there?
3. What is the name of your teacher?
4. In what grade are you?

5. What books do you study?
6. What study is hardest for you?
7. What study do you like best?
8. At what time does your school begin?
9. Have you been tardy this year?
10. How many times have you been absent this year?
11. Why have you been absent?
12. What holiday do you like best?
13. When does your vacation begin?

LESSON 52

Make a flag of paper. Make the flag thirty centimeters long and twenty centimeters wide. Be sure to have the right number of stars and stripes.

How many white stripes are there? Count the red stripes. What kind of stripe is at the top of the flag? What kind is at the bottom?

The stars are on a blue field? What is the shape of the blue field? The blue field is always on top and next to the pole.

Put your flag on a stick and give it to your teacher.

WRITTEN EXERCISE

Write six questions about the flag.

Write six statements about the flag.

Read Suggestions to Teachers, 7.

LESSON 53

A book has two covers. The covers are made of thick paper and cloth.

Between the covers are many leaves. The leaves are made of thin paper.

Each leaf has two pages. A book has many pages. Find page nine in this book.

All books have names. The name of a book is called the title. The title of a book is on the title-page. Open your book. Find the title-page of this book. Read the title of this book.

We can read books. We can study them.

Books are our friends. We are kind to our friends. We should be kind to our books. A good pupil keeps his books clean. He does not tear them or write in them.



WRITTEN EXERCISE

Write an answer to each question :

1. What is the title of this book?
2. What color are the covers?
3. What picture do you see on the front cover?
4. How many pages are in this book?
5. On what page is the picture of a garden?
6. What is the number of this page?
7. What is the number of this lesson?

8. What is this lesson about?
9. What can you do with your books?
10. How can you take care of your books?



LESSON 54

THE BEST BOOK

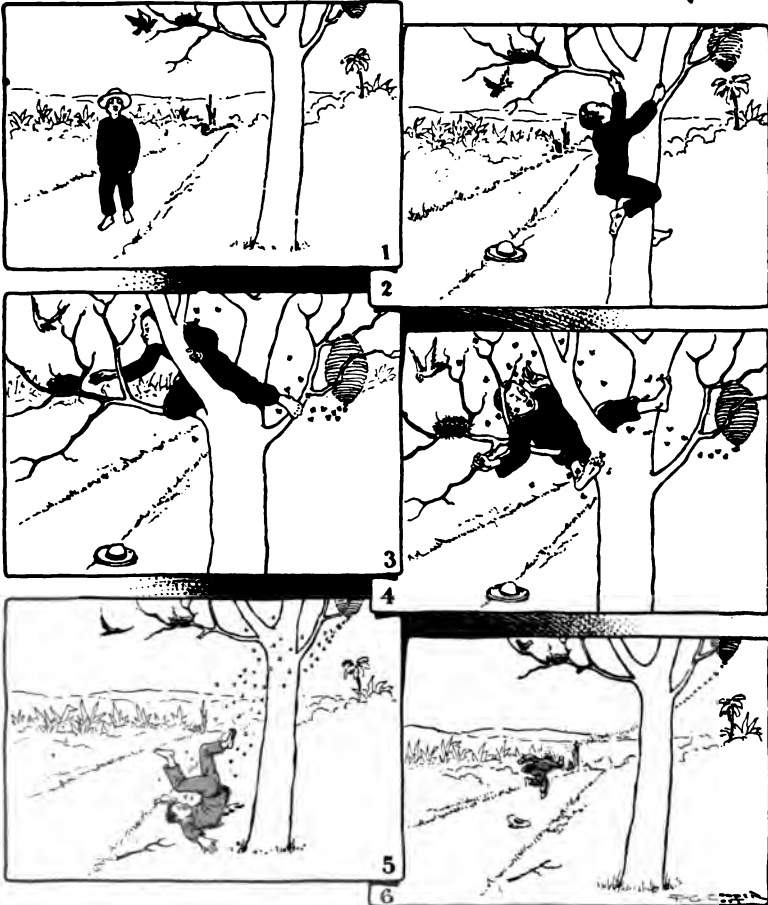
There are many good books, my child,
But the best of them all for you
Is the book that is hid in the greenwood wild,
All bound in a cover of blue.

'Tis the book of the birds and the bees,
Of the flowers, and the fish in the brook ;
You may learn how to read if you go to the trees,
And open your eyes and look.—CHARLES KEELER.

The best book is Nature. You can see it outdoors.
The covers are the blue sky. The trees, the bees, the
flowers, the fish, are the stories. Do you like these
stories?

Copy the poem and memorize it.

LESSON 55



Let the pupils tell something about each picture. Their statements should be short and simple. After the oral drill, let them write one statement about each picture. Read *Suggestions to Teachers*, 8.

SUGGESTIONS TO TEACHERS

READ carefully the following suggestions before teaching any of the lessons in this book : —

Study each lesson, together with the notes and the references at the foot of the page, before assigning it. Give no more than the pupils can grasp or fully understand, and no more than you can cover in a class period. Always explain to the pupils what they are to do. Never leave a lesson until the class has learned and understands it.

1. Oral Work. — Encourage the children to talk freely, using short statements and questions, about things whose names they know and with which they are familiar. Always correct all errors, but do not discourage the pupil who makes many mistakes.

Give much oral drill in asking questions. Stimulate conversation by having pupils ask each other questions and answer themselves.

Give special attention to pronunciation. Drill frequently in pronouncing difficult words and sounds.

2. Written Work. — Let oral drill precede all writing exercises. Before attempting to write, the pupils should know clearly what to do and how to do it.

Tell them how to put their work on paper. They should use the form on page 94. Accept no work unless it is carefully and neatly done. Show the best papers to the class.

Correct with pencil all mistakes on the pupils' papers, and make a list of the errors. Return the papers and give the pupils a few minutes to look over their corrected work. Let them ask questions about their mistakes. Always show them how to make corrections. Consult your list to see that all the errors have been discussed.

Now let the pupils rewrite their corrected exercises as a part of the next lesson. The new copy, together with the original paper, is to be handed in. If any pupil has failed to make all the corrections, let him write the exercise a third time. A written exercise is not finished until he can write it correctly. Be in no hurry to get through a lesson.

3. Spelling. — Assign no spelling lesson to your pupils until you know what words they misspell.

Make a list of the pupils in your language class. After each name put the misspelled words found in that pupil's written work. Ask each child to put the correct forms of the words which he has misspelled into a little book such as may be made by folding two sheets of composition paper. Let him study these words and write them on his slate until he learns them. A few minutes of a recitation may be taken for a spelling exercise. Praise a pupil if he has few misspelled words. For additional suggestions on spelling read the paragraphs under "Dictation."

4. Dictation.— Do not take up any dictation exercise until the class has taken up Part II.

For dictation select five or six short sentences from some lesson which the class has studied.

Sometimes a dictation lesson may be made of short sentences which make use of such words as the pupils misspell in their written work.

When you dictate, read each sentence slowly and pronounce each word distinctly. Do not read the words separately. Do not let the pupils write until the whole sentence has been read.

In correcting these papers look especially at spelling, capitalization, punctuation, proper formation of letters.

5. Copy Exercises.— The purpose of the copy exercises is to make the pupil familiar with the forms of words and expressions.

No exercise should be copied until it has been studied and is fully understood.

Correct these papers just as you correct dictation papers.

6. Poems.— The poems should be carefully studied and read in class. Ask questions about them. Explain the new words and phrases. When the pupils understand a poem, let them copy and memorize it.

Review frequently the poems they have learned. Pupils may recite these poems at school exercises.

7. Drawing and Busy Work.— In some lessons are found simple pictures which the children can draw. The work can be varied by letting them draw a picture and write statements about it.

Where the lesson suggests the making of something, encourage the children to bring some article they have made. Let them tell how they made it, of what, and with what tools.

Have the children do and make things in school. This kind of exercise awakens interest and stimulates conversation.

8. Picture Study.—The pupils should study the pictures as carefully as any part of the lesson. Not only should they learn the names of the things in the pictures, but they should be able to tell something about them. The pictures tell a story which the children should put into words.

The pictures of Part I especially, with the accompanying short reading lesson, offer considerable material for conversation.

9. Development of New Topics.—Beginning with the first lesson of Part II, each new topic is developed in the first part of the lesson by means of questions and directions addressed to the pupils. The pupils should study this part of the lesson. In class let each pupil answer the question or follow the direction which he reads. Then let the pupils close their books and ask the questions which they have read.

Rules for Form of Written Work

<i>Juan Santos</i>
<i>1. This story is about the crow.</i>
<i>2. The crow wants to drink because</i>
<i>he is thirsty.</i>
<i>3. He finds some water in a jar.</i>

Teach the pupils these rules of form for all written work :—

i. The pupil's name should be a half-inch from the top, to the right.

ii. In writing questions or answers to questions, let the pupils follow the form at the bottom of page 94 :—

a. The first sentence of the exercise should begin on the first line.

b. The sentences should be numbered, with a period after the number.

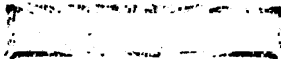
c. Every sentence should begin one inch from the edge of the paper. When the number is used at the beginning of the sentence, it should be one inch from the edge.

d. If a sentence takes more than one line, the part of the sentence on the following line or lines should begin a half-inch from the edge. The next sentence begins on a new line.

iii. In copy exercises the form of the lesson in the text is to be followed.

Each paragraph should begin one inch from the edge, and a margin of a half-inch is to be allowed.

iv. Lists of words should be written in columns.
Insist on regular margins and straight columns.



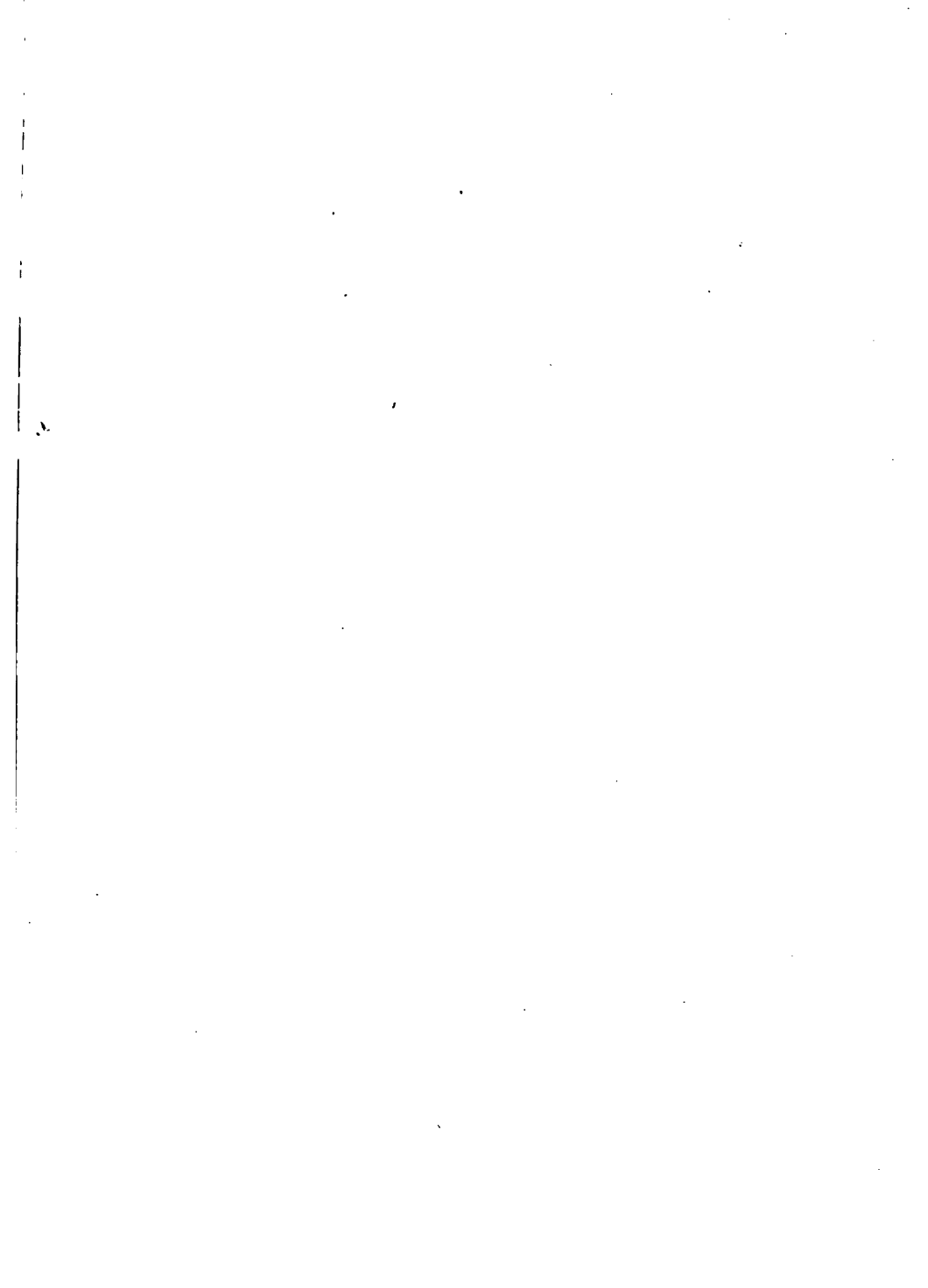
VOCABULARY

The words in *italics* appear in poems only.

abacá	bark	brother	clock	do	Felisa
about	basket	brown	cloth	does	Felix
above	be	build	clothes	dog	fell
absent	bean	Bulacan	cloud	doll	fence
across	beautiful	<i>buried</i>	cloudy	<i>don't</i>	field
afraid	became	but	coat	door	fifteenth
after	bed	<i>buttercup</i>	coconut	down	fill
afternoon	bee	butterfly	collar	draw	find
again	before	buy	color	dress	fine
Aguilar	begin	by	column	drew	finger
air	behind		comb	drink	fire
Albay	belong	call	come	drive	firefly
Alfonso	Benito	came	Conde	drop	first
all	beside	camisa	<i>coo</i>	dry	fish
<i>alone</i>	best	can	cook	duck	five
also	between	candle	cool		flag
Alvarez	big	cane	copied	each	flew
always	bill	cannot	copper	ear	floor
am'	birds	capital	copy	early	flower
an	birthday	carabao	corner	earthworm	<i>fluffy</i>
and	black	care	could	east	fly
animal	blacksmith	Carlos	count	easy	fold
another	blank	Carmen	cover	eat	follow
answer	block	carpenter	cow	egg	food
ant	blossoms	carried	crab	eight	foolish
Antonio	blow	<i>carry</i>	crawl	eleventh	foot
anything	blue	cat	<i>creep</i>	Elisa	for
April	board	Catbalogan	cross	else	forenoon
are	boat	catch	crow	Espinosa	fork
around	body	Cavite	Cruz	evening	forward
<i>arrant</i>	Bohol	Cebu	curved	ever	found
as	boil	centavo	cut	every	four
ask	bone	center		<i>except</i>	fourth
<i>asleep</i>	book	centimeter	Dagupan	eye	frame
at	bottle	chair	dance		Friday
August	bottom	chick	dark	face	friend
awake	<i>bound</i>	chicken	date	fall	frog
<i>away</i>	bow	children	day	family	from
	box	Christmas	dear	fan	front
baby	boy	church	December	far	fruit
bad	branch	circle	deep	farmer	fry
bake	bread	city	desk	fast	full
Bakolod	breakfast	<i>clap</i>	<i>dew</i>	father	fun
Baliwag	<i>breast</i>	Clara	did	feather	<i>funniest</i>
ball	bridge	class	dinner	February	
bamboo	bright	clay	direction	feel	game
banana	bring	clean	dirty	feet	garden
bank	<i>brook</i>	climb	dish	Felicidad	gate

gave	hid	lake	market	nipa	picture
<i>gently</i>	high	lamp	married	no	piece
get	him	lantern	Masbate	none	pig
girl	hind	large	mat	noon	Pilar
give	his	last	material	north	pile
given	hoe	laugh	Maximo	nose	pillow
go	hold	Lawag	may	not	pin
goat	holiday	lay	May	November	place
goes	home	lazy	meal	now	plant
good	hoof	<i>leap</i>	mean	number	plate
goodby	hook	learn	measure		play
goose	hop	leather	melon	obey	playmate
governor	horn	leaves	memorize	o'clock	plaza
Gracia	horse	left	men	October	pleasant
grade	hot	leg	Mercedes	of	please
grain	hour	less	middle	old	plow
grand-	house	lesson	Mindanao	on	pod
mother	how	let	minute	one	poem
grass	hungry	letter	Miss	onion	point
grasshopper	hurt	lettuce	Missis	only	pole
green		Leyte	Mister	open	<i>politeness</i>
<i>greenwood</i>	I	lift	Monday	or	poor
grew	<i>I'll</i>	light	money	other	post
ground	Ilocos Sur	lightning	monkey	our	pot
grow	Iloilo	like	month	out	pretty
	in	line	moon	outdoors	<i>proper</i>
had	<i>india-rubber</i>	little	more	over	province
hair	insect	live	<i>morn</i>		pull
half-centavo	into	lizard	morning	Pablo	pupil
half-peso	iron	load	mosquito	page	Pussy
hammer	is	locust	mother	Panay	put
hand	island	long	mouth	pañuelo	
handkerchief	it	look	Mr.	paper	question
hang	its	love	Mrs.	parasol	
happened		low	much	pardon	radish
hard	Jackson	Luis	must	parent	rain
<i>harm</i>	January	Luisa	my	parrot	<i>raindrop</i>
harrow	jar	Luzon		part	rainy
has	Juan		name	pass	raise
hat	July	made	Natalia	past	rake
have	jump	maize	Natividad	path	Ramon
he	June	make	Nature	paw	Ramos
head	just	man	near	pay	ram
hear		mango	Negros	Paz	read
heart	keep	Manila	<i>neither</i>	Pedro	ready
heavy	kept	mantis	Nero	pencil	red
<i>heels</i>	kick	Manuel	nest	people	<i>rest</i>
<i>heigh, ho</i>	kind	many	new	period	Reyes
help	kitchen	map	next	person	rhyme
hen	kite	March	night	peso	rice
her	knife	march	nine	pet	ride
here	know	mark	ninth	pick	right

rinse	shadow	spin	ten	town	weed
ripe	shall	spoon	tenth	tree	week
rise	shape	spread	than	tremble	welcome
river	she	square	thank	tried	well
Rizal	sheep	stand	that	trousers	were
rock	shine	star	the	trunk	west
Romblon	ship	statement	their	Tuesday	wet
roof	shirt	<i>stay</i>	them	turtle	what
roll	shoemaker	stem	then	twenty	when
room	shoes	steps	there	twenty-eight	where
root	<i>shoot</i>	stick	these	twenty-nine	whether
rope	shop	stone	they	twenty-second	which
rose	short	stood	thick	two	whip
rough	should	stop	thin		white
round	show	storm	thing	umbrella	who
row	side	story	think	under	whole
rub	silver	stove	third	up	whose
ruler	sing	straight	thirsty	us	why
running	sir	street	thirtieth	use	wide
	Sison	strike	thirty	useful	wife
said	sister	stripe	thirty-first		wild
Samar	six	strong	thirty-one	vacation	will
same	skin	study	this	vane	window
Samonte	skirt	sugar-cane	thought	vegetable	wind-wheel
Sanchez	sky	sun	three	veil	windy
San Fernando	slate	Sunday	through	very	wing
Santa Cruz	sled	sunrise	throw	<i>voice</i>	with
Saturday	sleep	sunset	thunder		woman
saw	<i>sleepy-head</i>	<i>sunshine</i>	Thursday	wake	women
say	slender	supper	<i>till</i>	walk	wood
school	slippers	sure	time	wall	word
schoolhouse	slow	swam	title	want	work
schoolroom	small	swarm	title-page	warm	workman
scissors	smell	sweep	to	was	write
season	<i>smile</i>		today	wash	
second	smooth	table	toe	Washington	yard
see	soap	tail	tomato	water	year
seed	soft	tailor	tomorrow	way	yellow
seen	soil	take	tongs	we	yes
sell	sold	tall	tonight	wear	yesterday
sentence	some	tardy	too	weather	yoke
September	something	Tarlac	took	weave	you
set	sometimes	teacher	tool	weaver	young
seventeenth	south	tear	top	Wednesday	your
Sexto	spider	tell	toward	<i>wee</i>	



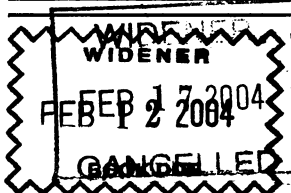




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